



User: mfagler
SPIRIT_2020

College Goals Report

Edit Goal	Strategic Goal	Strategic Objective	Desired Results	Assessment Method	Actual Assessment Results / Analysis	Evidence of Seeking Improvement																		
	<p>1: Student Success- Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.</p>	<p>1.1: Access: Students will have access to a quality education.</p>	<p>2250 Credit Enrollment 1150 FTE</p>	<p>KMS College Snapshot TEC0185 KMS College Scorecard MEB0199</p>	<p>2595 Enrollment 1146 FTE</p> <p>2595 is a little less than a 1% increase in enrollment of the previous FY 2571 1146 FTE is a 3.5% decrease in FTE over previous FY 1188</p> <p>Five year enrollment Trend reveals a 7.9% increase since 2015 with the lowest enrollment occurring in 2017 and a 2.6% decrease in FTE since 2015 with 2017 resulting in the lowest FTE as well.</p> <div data-bbox="661 553 1171 711"> <p>Enrollment: Summary</p> <table border="1"> <caption>Count and FTE Trends</caption> <thead> <tr> <th>Year</th> <th>Count</th> <th>FTE</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>2,405</td> <td>1,170</td> </tr> <tr> <td>2017</td> <td>2,235</td> <td>1,128</td> </tr> <tr> <td>2018</td> <td>2,364</td> <td>1,138</td> </tr> <tr> <td>2019</td> <td>2,571</td> <td>1,188</td> </tr> <tr> <td>2020</td> <td>2,595</td> <td>1,146</td> </tr> </tbody> </table> <p>Count is an unduplicated credit student count. FTE is the Full Time Equivalent based on the sum of total credit hours for all students.</p> </div> <p>Analysis: The drop in FTE is due in part by the increase in part time status which is 80.8% for FY 2020 as compared to 72.2% in FY 2017, 73.8% in FY 2018, and 79.2% in FY 2019.</p> <p>According to the National Student Clearinghouse, "...the pandemic crisis did not appear to have had any major effect on students enrollment statuses during the spring term, regardless of demographic characteristics or institution types," however, Summer Term was a different story for STC as well as many other colleges.</p> <p>According to Inside Higher Ed- August 2, 2020, "in the wake of extreme economic uncertainty, and with many colleges and universities going virtual for the fall 2020 semester, the coronavirus pandemic has sent unprecedented shocks through the higher education system."</p> <p>Located in a rural area of Georgia, over half (54.5%) of STC's students were lower-income populations. In addition, STC's enrollment was 72.2% Female. This special population experienced drastic increases in family care responsibilities and expenses during the coronavirus crisis.</p>	Year	Count	FTE	2016	2,405	1,170	2017	2,235	1,128	2018	2,364	1,138	2019	2,571	1,188	2020	2,595	1,146	<p>FY 2020 enrollment became a challenge during the last half of the fiscal year with the Corona Virus Pandemic.</p> <p>STC responded to the Covid-19 crisis in various ways to help all students (including Blacks and lower-income populations) enroll, stay enrolled, and become successful essential workers.</p> <p>Academic Affairs:</p> <ol style="list-style-type: none"> Expanded online and hybrid course offerings Modified section sizes (smaller class enrollment) for in person meetings to allow for social distancing. Instructors submitted limited lab plans. Masks required throughout the College. Increased Professional Development. Instructors who are new to teaching online or hybrid courses are registered for Basic and Advanced Blackboard Training. The Director of IT provided training on Remote Lab Access and VPN so instructors can access files from their work computers while at home. Training on WebEx and Blackboard Collaborate was provided which enabled instructors to utilize multiple methods to communicate with students. The Blackboard Point of Contact provided almost 24/7 assistance to instructors who needed help using Blackboard to transition face-to-face classes to the distance learning environment. Blackboard Collaborate and WebEx enabled instructors to provide real-time instruction and tutoring. Opened Library computer labs as well as Student Success Labs for students to use. Students videoed and submitted skills demonstrations for faculty evaluation and participated in virtual and simulated clinical rotations. <p>TCSG: The Technical College System of Georgia (TCSG) was awarded \$10.4 million to implement a new project called eCampus. eCampus helped expand student access to high-demand programs and courses that may not be currently offered at the technical college they attend. Participating technical colleges shared the cost of employing faculty to teach the coursework.</p> <p>Dual enrollment arrangements: All classes continued to require the same course competencies, syllabi, and lesson plans be used through the completion of the courses. Faculty maintained meaningful learning experiences by using synchronous instruction and online course activities.</p>
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Nurse Aide course instruction continued to be driven by the course objectives and standards established by outside state and federal agencies.

Instructors are flexible and available to meet students learning needs.

Tutoring is available to students either face to face or through online programs like WebEx or Collaborate.

Laboratory and clinical instruction, conducted on the high school campus, follow teaching and safety guidelines established by the state agency responsible for oversight of the program.

Practicums/internships: Some practicum and internship sites closed during the beginning of the pandemic and students were delayed in completing the required hours.

Grades of In Progress (IP) were given and when the sites could safely reopen, students returned and completed the required competencies and hours.

While following CDC guidelines, instructors made required visits to practicum/internship sites to check on students and meet with site supervisors.

Students were provided an internship/practicum packet and syllabus that explains what is expected of them. Practicum/Internship site supervisors are provided with a Memorandum of Agreement and an Employer Internship/Packet outlining their expectations. Mid-Term and Final evaluation rubrics were provided to the practicum/internship. The doors of communication remained open between the instructor, the student, and the site supervisor.

Clinical - Some programs were allowed to complete clinical requirements in facilities while following CDC/OSHA guidelines. The College provided PPE for faculty and students if needed. For those programs not permitted in the clinical setting, practicum and clinical hours were completed via virtual simulations through realistic client scenarios, as approved by respective program accrediting agencies and licensing boards. Some programs utilized simulated clinical experiences in on campus labs. On campus labs were conducted with administrative approved lab plans developed based upon CDC/OSHA guidelines. All clinical instruction was driven by program and course objectives/competencies.

Labs: Lab hours was completed online for some business and general education courses. On campus labs were utilized on a limited basis mainly by the health sciences and industrial programs. These program instructors developed comprehensive facility use plans incorporating the CDC's and local Department of Public Health guidelines. Additionally, lab sizes and schedules were modified to ensure social distancing; masks are worn by faculty, students, and staff at all times. Full PPE was provided and worn by students and faculty as needed. The priority was to create the safest possible environment for students, faculty

and staff based on the latest guidance from health experts

Students, who were not already taking online and/or hybrid courses and were thrown into an online course without much notice and little preparation, faced the most challenges. These students are mostly in industrial and health sciences courses. Instructors made the process as easy as possible by being flexible, staying in constant communication with students, holding live meetings with them using Web Ex and/or Blackboard Collaborate. The Blackboard Helpdesk was also available for students to request technical assistance.

Many students live in areas where reliable Internet connections are not available. These students are used to completing their work using STC's computer labs. When our campuses closed, instructors extended due dates of assignments and allowed students to submit work using whatever method worked best for them. For example, students who did not have printers and were working on portfolios, emailed their work to the instructor who printed the assignments for them. Students who did not have Internet service were allowed to sit in their vehicles in the STC parking lot using our WiFi to complete or submit assignments. The college also purchased laptops for students to check out and use at home and computer labs were opened in May to allow students access to computers and WiFi.

Instructors continued to use the same assignments and exams that were used in the classroom even though the classes were placed online/hybrid. The same syllabus and lesson plans were continued through the completion of the course.

Student Affairs:

During the COVID public health crisis, TCSG Commissioner, Gregory C. Dozier granted TCSG colleges the option to suspend the provisions of the Admission Procedure 6.2.1p that require student testing and submission of official transcripts for purposes of admission.

Southeastern Technical College chose to implement the suspension of the placement testing requirement and the submission of official high school transcripts for Admissions purposes beginning with the Summer semester 2020 and continuing on through Summer Semester 2021.

A test code of CV19 was entered in the BANNER Student Information System for students who did not provide appropriate placement scores. For prospective students submitting an unofficial transcript for Admissions, an Admissions Hold was placed on their account as a reminder that an official transcript was still needed. This allowed the student to be accepted with only an unofficial transcript on file. During a portion of this time (Summer semester 2020 and Fall semester 2020), Southeastern Technical College also allowed prospective students to submit documents (Birth Certificates) via email and other electronic means since the campus was closed to the public.



For the Summer semester 2020, the On-Campus New Student Orientation (Orientation Part B) was canceled. However, all new students were still required to complete the Online Orientation Part A that provided essential information for new students.

For Fall semester 2020, a modified On Campus New Student Orientation (Orientation Part B) was held, and students were able to come on campus to submit any outstanding Admissions and/or Financial Aid documents as well as speak with any Student Affairs personnel should they need to.

In the onset of the COVID-19 pandemic, Library Services promoted its email and text services, online resources, and waived due dates and fines for physical items. Blackboard Collaborate and WebEx rooms provided expanded online reference capability. Laptops were loaned to students who did not have computers to complete classes. With the approval of a COVID-19 Instructional Safety Plan, the libraries in Vidalia and Swainsboro were opened two days a week, beginning June 15th for six hours each day by appointment. Each location had a maximum occupancy, ensuring social distancing and proper sanitization. Students were able to use computers as well as return and check out books and meet with the Library Director if needed. For the Fall 2020 semester, the Vidalia and Swainsboro campus libraries and library computer labs are open from 8:00 a.m. until 6:00 p.m. Monday through Thursday with social distancing and sanitization measures in place. A new library website was introduced, providing more intuitive access to online resources and online reference services.

The Registrar's Office provided all services online registration/advisement assistance was provided via phone and email (registration instructions were posted on the college website and social media); transfer credit assistance was provided to students via phone and email; an online withdrawal form was created and used by students to withdraw from classes; students were encouraged to use the registrar@southeasterntech.edu email to communicate with the Registrar's office by using this email link all employees in the Registrar's office were notified of student inquiries and issues was resolved in a timely manner; graduation related paperwork was accepted in an online format and students were able to pay graduation related fees online.

TCSG approved, and STC implemented the use of a Z grade. This grade was given to students who could not successfully complete their courses due to COVID related issues. The Z grade does not negatively affect a student's academic attempted hours or GPA.

Southeastern Technical College moved from an in-person Commencement Ceremony to a Virtual Commencement Ceremony for Spring, Summer, and Fall Graduates. Information concerning the ceremony was

posted on the college website and social media. Requests for information from students was communicated via email and text messages. A graduation@southeasterntech.edu email was created for student inquiries and information gathering.

Southeastern Technical College implemented new financial aid verification software, Campus Logic Student Forms, to allow all financial aid verification to be completed by students 100% via mobile phones or devices. All financial aid information, forms, instructions, etc., are available 100% online via our website or BannerWeb/Student Forms.

Admissions held modified testing schedules and procedures for competitive programs that require the TEAS exam. Multiple morning and afternoon exams were conducted following CDC social distancing and screening. Labs were limited to meet social distancing and were cleaned and disinfected after each group of testers. The Admissions Department was able to meet the testing requirement needs of all applicants before the competitive deadline for these programs.

Admissions Counseling: At the onset of COVID19 admissions counseling was conducted primarily by email or phone. Currently, admissions counseling is conducted via email, face to face, and phone.

Tutoring Students were referred to their program instructors for tutoring. Tutoring was provided by program instructors via WebEx/WebEx recordings (captioned), videos, email, and telephone.

Student At-Risk Referrals- Referrals were processed via email and phone.

IT weekly trainings for faculty and staff

Career Services conducted virtual mock job interviews for students to prepare for entering the workforce.

Title IX concern reminders were sent out to all students and employees

Suicide Prevention Training sponsored by Special Populations was provided via WebEx to employees

Student Activities: SGA meetings were conducted via WebEx. For Student Activity Days, STC offered curbside lunch, curbside pickup for mask kits that included mask, hand sanitizer, COVID health tips, and thermometer, students participated in Earth day photo submission on social media.

Disabilities Services provided applications and accommodations communications via phone and email, fax, and Webex.

Requests for Consideration Due to Pregnancy were processed via email, phone, and fax.

Lending Library Services: The Lending Library Applications can be completed online. Curbside and scheduled pickup was available.


						<p>Career Services converted Work Study applications to fillable forms and made the application process available entirely online.</p> <p>Career Services has upcoming Transfer Credit Workshops and Lunch and Learn virtual sessions scheduled. They also provided job search assistance by Webex and email.</p> <p>In addition, STC took action in the area of general administrative operations and human resources in response to COVID-19 pandemic to assist employees so that they could work and assist students.</p> <ol style="list-style-type: none"> 1. Southeastern Technical College implemented telework arrangements in March. Employees submitted a telework plan to their supervisors. Many employees continue to telework several days during the workweek. 2. Part-time employees who were unable to telework were allowed Administrative Leave. Administrative Leave ended on July 31, 2020. 3. The Families First Coronavirus Response Act required employers to provide their employees with paid sick leave and expanded family and medical leave for specified reasons related to COVID-19. These provisions apply from April 1, 2020, through December 31, 2020. Currently, we have had six full-time employees, and four part-time employees request the Public Health Sick Leave. 4. In March, the State Health Benefit Plan (SHBP) temporarily offered virtual office doctor visits at a \$0 co-pay, and telemedicine was 100% covered. Additionally, SHBP temporarily covered the cost of the COVID-19 test. <p>In summary, STC did as much as possible in every area to ensure students had access to enroll and obtain a quality education.</p>													
<p>1. Student Success- Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.</p>	<p>1.1: Access: Students will have access to a quality education.</p>	<p>700 High School Enrollment</p>	<p>KMS Report College Snapshot TEC0185</p>	<p>901 HS Enrollment</p> <p>HS Enrollment increased 12.5% over the previous FY of 801.</p> <p>100 HS student increase</p> <p>The 5 year trend reveals a 204% increase since 2015.</p> <div data-bbox="653 1036 1402 1328"> <p><i>Only Fall Semester 2019 is reported due to multiple status changes within an academic year.</i></p> <p>Enrollment: High School Collaboratives</p> <table border="1"> <thead> <tr> <th colspan="2">High School Summary</th> </tr> <tr> <th>Year</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>341</td> </tr> <tr> <td>2017</td> <td>333</td> </tr> <tr> <td>2018</td> <td>556</td> </tr> <tr> <td>2019</td> <td>801</td> </tr> <tr> <td>2020</td> <td>901</td> </tr> </tbody> </table> <p><i>Count is an unduplicated high school student count. Students can be dual enrolled (taking postsecondary courses for both high school and postsecondary credit) or joint enrolled (taking postsecondary courses for postsecondary credit only) or both.</i></p> </div> <p>Analysis: During AY 2020, STC Dual Enrollment had 901 total unduplicated dual enrollment students, a 12.5% increase from AY 2019 and exactly 100 more students than AY 2018. 37.4% of the overall enrollment for AY 2020 was DE students, which was 4th best in the state. In comparison, for AY 20 dual enrollment students made up only 24.8% of the total college enrollment at colleges across the state. For AY 2019, 31.2% of the overall college enrollment was dual enrollment students, which was 5th best in the state. The HS penetration rate for STC's service delivery area is 10.5% for AY 2020 compared to 9.9% for AY 2019.</p>	High School Summary		Year	Count	2016	341	2017	333	2018	556	2019	801	2020	901	<p>TCSG provided alternate means for admission through the Hope GPA and PSAT, which provides an easier path to admission to dual enrollment.</p> <p>STC plans to expand the dual enrollment opportunities by offering more classes online, on the STC campuses, and at the high schools. STC also provides classes on the high school campus when possible.</p> <p>STC has sent several full-time instructors to high schools to teach courses on the high school campus when we cannot credential a high school teacher. An ongoing challenge is finding instructors to teach on the high school campus.</p> <p>STC plans to promote these needs more on social media throughout the year in hopes that we can attract more qualified teachers willing to teach dual enrollment courses.</p> <p>The High School Coordinators will expand their relationships with the high schools to help in the area of communication which we hope will attract more students to participate in dual enrollment. The High School Coordinator has presented at parent nights and senior nights to share dual enrollment opportunities with parents and students.</p> <p>STC also participated in the local</p>
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<p>1.Student Success- Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.</p>	<p>1.1:Access: Students will have access to a quality education.</p>	<p>STC compliance with Federal Section 508 Accessibility Laws & WCAG 2.0 AA</p> <p>STC's publications will be accessible to all - regardless of disability.</p>	<p>SortSite Report - Automated Evaluation Tool</p>	<p>PROBE fair stops in Vidalia, Swainsboro, and Statesboro.</p>																					
<p>1.Student Success- Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.</p>	<p>1.4:Completion: STC will ensure that students graduate from their educational program in a timely manner.</p>	<p>80% Graduation Rate</p> <p>Complete College Georgia Degree Production Goal of 633 - 2020 Track</p> <p>530 - 2025 Track</p>	<p>KMS Graduation Report DC110, DC261</p> <p>KMS Performance Goals & Benchmarks - Scorecard</p> <p>CCG Reports</p> <p>ATD Reports</p>	<p>FY 2020 79.1% STC Graduation Rate</p> <p>FY 2020 80% Vidalia Campus Graduation Rate</p> <p>FY 2020 77.2% Swainsboro Campus Graduation Rate</p> <p>633 Graduates in FY 2020</p> <p>5% increase over previous year of 603</p> <p>892 Awards in FY 2020</p> <p>2% increase over previous year of 892</p> <h3>Graduates</h3> <table border="1"> <thead> <tr> <th colspan="3">Graduation Summary</th> </tr> <tr> <th>Graduation Year</th> <th>Graduate Count</th> <th>Award Count</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>775</td> <td>1,065</td> </tr> <tr> <td>2017</td> <td>728</td> <td>1,076</td> </tr> <tr> <td>2018</td> <td>707</td> <td>1,019</td> </tr> <tr> <td>2019</td> <td>603</td> <td>876</td> </tr> <tr> <td>2020</td> <td>633</td> <td>892</td> </tr> </tbody> </table> <p>A graduate may receive more than one award in an academic year.</p> <p>Analysis: FY 2020 Graduation Rate decreased 1.5% over the FY 2019</p> <p>The Covid-19 Pandemic resulted in some students not graduating within the fiscal year.</p> <p>The 2.8% difference in graduation rate between the two campuses is not statistically significant. The Vidalia Campus has almost three times the students of Swainsboro Campus. The small numbers can lower the percentage.</p>	Graduation Summary			Graduation Year	Graduate Count	Award Count	2016	775	1,065	2017	728	1,076	2018	707	1,019	2019	603	876	2020	633	892
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<p>2.Quality Education- Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in today's competitive global environment.</p>	<p>2.1:Instruction: Instruction should facilitate student learning and not be limited to traditional classroom models.</p>	<p>70% Retention Rate</p> <p>Students enrolled in Gateway Math and English will successfully complete</p> <p>> 1/3 of the students enrolled in online Gateway courses will successfully complete.</p>	<p>KMS Report DC200</p> <p>KMS Performance Goals & Benchmarks - Scorecard</p> <p>Exiters Report by Term for LS Grade Distribution Report</p>	<p>FY 2020 78.6% Retention Rate</p> <p>13% increase in Retention over previous FY of 69.7%</p> <h3>Retention Trend Southeastern Technical College</h3> <p>Analysis: Note - FY 2011 differs from the "Retention Rate" performance benchmark because it does NOT include enrollment or graduate records the student may have at other TCSG colleges and it does NOT include the data match with USG. Note: Beginning AY 2018, TCSG's retention rate calculations include data from the National Student Clearinghouse (NSC). Prior to 2018, only TCSG and USG data were available.</p>																					
				<p>It should be noted that the retention rate is based on a fall cohort (first-time students full-time or part-time regular admit students) tracked through the following academic year.</p> <p>The retention rate has been fairly steady over a four year period.</p> <p>Focused on keeping students enrolled in the programs by utilizing TEAMS, an early alert management system</p>																					

	<p>2:Quality Education- Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in today's competitive global environment.</p>	<p>2.1:Instruction: Instruction should facilitate student learning and not be limited to traditional classroom models.</p>	<p>80% pass General Education Competency Assessments on 1st attempt</p>	<p>Gen Ed Assessment Report</p>	<p>It should be noted that high school students are not included in Retention Rate calculations by TCSG.</p> <p>Gen Ed Results for AY 2020</p> <p>Competency 1 - The ability to utilize standard written English. 85%</p> <p>Competency 2 - The ability to solve practical mathematical problems. 83%</p> <p>Competency 3 - The ability to read, analyze and interpret information. 82%</p> <p>Analysis: For the third consecutive year, the results for the writing competency have increased (77% in AY 2018, 83% in AY 2019, and now 85% in AY 2020.</p> <p>For the second consecutive year, the competency exceeded the 80% benchmark.</p> <p>The math competency has exceeded the 80% benchmark for three consecutive years with an 83% success rate for AY 2020, the highest in a three-year period.</p> <p>The reading competency exceeded the 80% benchmark for the third year in a row; however, it has decreased from the 90% to 88% and is reported at 82% for the AY 2020 year. The 6% drop during the past two years is concerning.</p> <p>One possible explanation is that Accuplacer scores were lowered by TCSG after which we saw a significant drop in the number of students enrolled in Learning Support classes.</p> <p>In AY 2017, 70 students were enrolled in Learning Support Reading during the Fall and Spring semesters; AY 2018 saw that number decrease to 47 for Fall and Spring Semesters; AY 2019 stayed somewhat steady with 41 students enrolled. However, the lower scores for the Accuplacer exam were put into place during Fall Semester 2018.</p> <p>For Fall and Spring Semesters, in AY 2020, 26 total students were enrolled in Learning Support Reading (14 in Fall; 12 in Spring).</p> <p>The lower Accuplacer scores potentially allow students into gateway courses who might have previously tested into Learning Support classes - a situation that deprived them of a review of reading skills.</p> <p>The Faculty and Administration monitored and will continue to monitor this situation and use data collected to determine the implementation of additional strategies.</p> <p>As always, faculty in the gateway courses are offering tutoring, often virtually, due to the pandemic for students who feel they need extra help.</p>	<p>The Faculty and Administration monitored and will continue to monitor impact of the lower Accuplacer scores and use data collected to determine the implementation of additional strategies.</p> <p>As always, faculty in the gateway courses are offering tutoring, often virtually, due to the pandemic for students who feel they need extra help.</p>																							
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	<p>2:Quality Education- Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in today's competitive global environment.</p>	<p>2.2:Adult Education: Prepare students to successfully complete the GED (General Educational Development) test with the goal to achieve a higher education credential or enter the workforce in meaningful employment.</p>	<p>Meet performance benchmarks as determined by the new TCSG Commissioner's Office All new metrics</p>	<p>TCSG Performance Scorecard</p>	<p>Adult Education</p> <table border="1"> <thead> <tr> <th></th> <th>Metric Description</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Enrollment and Gains</td> <td>Enrollment (Adult Basic Education)</td> <td>725</td> <td>540</td> <td>503</td> <td>552</td> </tr> <tr> <td>Total enrollment of Adult Basic Education (ABE) students. Enrollment calculation is based on the National Reporting System (NRS) definitions and is a count of the students in the fiscal year (July 1 through June 30) who attended 12 or more hours in an adult education program and are assessed at entry educational functioning levels (EFL) of ABE 1-4, which are equivalent to Grade Levels 0.0 - 8.9.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Enrollment (Adult Secondary Education)</td> <td>133</td> <td>81</td> <td>49</td> <td>4</td> </tr> </tbody> </table>		Metric Description	2017	2018	2019	2020	Enrollment and Gains	Enrollment (Adult Basic Education)	725	540	503	552	Total enrollment of Adult Basic Education (ABE) students. Enrollment calculation is based on the National Reporting System (NRS) definitions and is a count of the students in the fiscal year (July 1 through June 30) who attended 12 or more hours in an adult education program and are assessed at entry educational functioning levels (EFL) of ABE 1-4, which are equivalent to Grade Levels 0.0 - 8.9.						Enrollment (Adult Secondary Education)	133	81	49	4	<p>Virtual enrollment will be offered to students; Blackboard classes will be available to students who work or have family issues and can't attend face-face.</p>
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	Enrollment (Adult Secondary Education)	133	81	49	4																								

					Metric Description	2017	2018	2019	2020									
					Enrollment and Gains	Total enrollment of Adult Secondary Education (ASE) students. Enrollment calculation is based on the National Reporting System (NRS) definitions and is a count of the students in the fiscal year (July 1 through June 30) who attended 12 or more hours in an adult education program and are assessed at entry educational functioning levels (EFL) of ABE 5-6, which are equivalent to Grade Levels 9.0 - 12.9.												
					Enrollment (English as a Second Language)	Total enrollment of English as a Second Language adult education students. Enrollment calculation is based on National Reporting System (NRS) definitions and is a count of the total unduplicated number of students in the fiscal year who attended 12 or more hours in an Adult Education program and were assessed with an entry educational functioning level (EFL) of English as a Second Language (ESL) Levels 1-6.	0	8	12	8								
					Measurable Skill Gains (Adult Basic Education)	Count of Periods of Participation with Measurable Skill Gains (MSG) for participants with more than 12 hours of attendance and initially assessed at Adult Basic Education (ABE) Levels 1-4. A participant achieves a MSG by gaining at least one educational functioning level after comparing the participant's pre-test and post-test levels, attaining a high school equivalency diploma, or exiting the program and entering postsecondary within the fiscal year.		273	268	222								
					Measurable Skill Gains (Adult Secondary Education)	Count of Periods of Participation with Measurable Skill Gains (MSG) for participants with more than 12 hours of attendance and initially assessed at Adult Basic Education (ABE) Levels 5-6. A participant achieves a MSG by gaining at least one educational functioning level after comparing the participant's pre-test and post-test levels, attaining a high school equivalency diploma, or exiting the program and entering postsecondary within the fiscal year.		54	34	3								
					Measurable Skill Gains (English as a Second Language)	Count of Periods of Participation with Measurable Skill Gains (MSG) for participants with 12 or more hours of attendance and initially assessed at English as a Second Language (ESL) Levels 1-6. A participant achieves a MSG by gaining at least one educational functioning level, attaining a high school equivalency diploma, or entering postsecondary within the fiscal year.		2	10	4								
					High School Equivalency Graduates	High School Equivalency Graduates The total number of students enrolled during a fiscal year (July 1 - June 30) who successfully completed all four portions of the GED Test or who were awarded high school equivalency by fiscal year end.	103	112	122	124								
					<p>Analysis: 54% of students completed a HSE; 50% of ESL students made multiple skill gain; 75% of the ASE students made skill gain; 40% of the ABE students made skill gain. Covid led to classes being suspended in March. Adult education enrolls new students weekly which resulted in 12 weeks without continued enrollment, skill gains and passing the HSE. The overall benchmarks were not met.</p>													
3:Resources-Ensure STC has the resources needed to support learning excellence.	3.1:Financial: STC will develop sustainable funding methods.	\$200,000.00 Funds Raised - Foundation & Grants	Institutional Advancement - Foundation Report	<p>The STC Foundation raised \$367,486.00 which was calendar year 2019. Also, included in the total was \$100,000.00 for ASN Program Director, which has enabled more students to be enrolled in the program.</p> <p>Analysis: Other Foundation funds have been used to purchase instructional equipment and to award student scholarships.</p> <p>Although the goal was exceeded for the year, the Foundation faced challenges due to the Covid-19 Pandemic.</p>								<p>The STC Foundation met face-to-face in January and then due to the Covid-19 Pandemic and numerous members over 65 years of age, the majority of correspondence and fund raising was done via email and phone conversations. Approvals of expenditures and scholarships was conducted via email.</p>						
		No Audit Findings	Audit Report															
4:Community and Workforce Development-Ensure that community workforce needs are met through STC's educational programs and economic development	4.1:Workforce Development: STC will meet local community workforce needs through existing credit programs and by expanding/discontinuing credit program offerings to match workforce needs.	99% Job Placement	College Scorecard MEB0199									<p>The ultimate objective of occupational training is to move people into the workforce. Southeastern Technical College offered an employment placement and follow-up program which is outlined in the STC Career Services Plan for all eligible students and graduates.</p> <p>The Career Services Office worked with faculty and other staff</p>						
			College Snapshot by Year TEC0185	<table border="1"> <thead> <tr> <th>Metric Description</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>										Metric Description	2017	2018	2019	2020
Metric Description	2017	2018	2019	2020														

	efforts.				<p>Placement</p> <p>Job Placement Rate (Overall)</p> <p>The placement rate tracks a cohort of graduates through September 15 of the following year and uses the latest employment status entry for each student. The rate is calculated as follows: Numerator: Employed in Field + Military+ Employed in Related Field + Employed in Unrelated Field + Employed in Field & Continuing Education + Employed in Related Field & Continuing Education + Employed in Unrelated Field & Continuing Education + Continuing Education. Denominator: Numerator + Not Employed.</p> <p>98.4% 98.5% 99.1% 99.3%</p> <p>Job Placement Rate (In-Field)</p> <p>The in-field placement rate tracks a cohort of graduates through September 15 of the following year to show the percentage who employed in a field related to their award program. The rate is calculated as follows: Numerator: Employed in Field + Military + Employed in Related Field + Employed in Field & Continuing Education + Employed in Related Field & Continuing Education. Denominator: Total Grads - (Continuing Education + Employed in Unrelated Field + Continuing Education + Unavailable).</p> <p>82.5% 90.8% 92.1% 91.2%</p> <p>Analysis: Overall Job Placement Rate increased .2% over previous fiscal year, and only .2% increase since 2017. Although the In-Field Job Placement Rate decreased .9% over the previous fiscal year, the rate increased 10.5% over 2017.</p>	members to provide career counseling, job search related activities, employment vacancy information, referrals for employment, and follow-up activities aimed at improving the quality of technical education.																								
	4.Community and Workforce Development-Ensure that community workforce needs are met through STC's educational programs and economic development efforts.	4.1:Workforce Development: STC will meet local community workforce needs through existing credit programs and by expanding/discontinuing credit program offerings to match workforce needs.	81 1% increase in utilization of Economic Development services. Customized Contract Companies served and Customized Contract Trainee Contact Hours	Customized Contract Training Reports Economic Development Reports - KMS	<p>Economic Development</p> <table border="1"> <thead> <tr> <th></th> <th>Metric Description</th> <th>2017</th> <th>2018 *</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Customized Contract Training (CCT)</td> <td>Companies Trained (CCT) Unduplicated count of companies that received customized contract training (CCT) from the college during the fiscal year. CCT is training in which one or more companies request and</td> <td>68</td> <td>56</td> <td>74</td> <td>57</td> </tr> <tr> <td>Customized Contract Training (CCT)</td> <td>pay for, or arrange for payment of, the training of their employees. Courses may include customized or standard curricula, depending on the type of training requested by the company. Generally, a college establishes a contractual relationship with the company prior to providing CCT. Colleges self-report quarterly data in TCSG's Economic Development Data Entry Application.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Training Hours (CCT) Total number of hours trained through the college's customized contract training during the fiscal year. Training hours are calculated by multiplying the number of trainees times the length of the course. Colleges self-report quarterly data in TCSG's Economic Development Data Entry Application.</td> <td>47,316</td> <td>33,473</td> <td>9,350</td> <td>5,977</td> </tr> </tbody> </table> <p>* In 2018, TCSG revised its definition of customized contract training.</p> <p>Analysis: 57 Customized Contract Training Reports 5,977 Customized Contract Training Contract Hours Customized training and services were provided for a total 11,145 individuals during the year</p>		Metric Description	2017	2018 *	2019	2020	Customized Contract Training (CCT)	Companies Trained (CCT) Unduplicated count of companies that received customized contract training (CCT) from the college during the fiscal year. CCT is training in which one or more companies request and	68	56	74	57	Customized Contract Training (CCT)	pay for, or arrange for payment of, the training of their employees. Courses may include customized or standard curricula, depending on the type of training requested by the company. Generally, a college establishes a contractual relationship with the company prior to providing CCT. Colleges self-report quarterly data in TCSG's Economic Development Data Entry Application.						Training Hours (CCT) Total number of hours trained through the college's customized contract training during the fiscal year. Training hours are calculated by multiplying the number of trainees times the length of the course. Colleges self-report quarterly data in TCSG's Economic Development Data Entry Application.	47,316	33,473	9,350	5,977	Economic Development Division plans to market customized training services to business and industry in various ways. We will also closely monitor for need to modify or add new services. Goal not reached due to COVID-19 and facility and classroom restrictions enforced. Conference and catering events limited and then cancelled most of 2020.
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						sources such as: Georgia County Guide Georgia Department of Labor Market Trends Employer Demand Survey Chamber of Commerce Annual Report Census Population Demographics Economic Modeling Specialists, Int. Report (EMSI) the Community Needs Assessment Survey recommendations from the Local Board of Directors recommendations from the occupational advisory committees
	4. Community and Workforce Development- Ensure that community workforce needs are met through STC's educational programs and economic development efforts.	4.2. Economic Development: STC will provide excellence in economic development programs and community services to support existing business/industry and to attract new business/industry to the region.	1% increase in utilization of Continuing Education services	Utilization Reports submitted monthly to the president	3,346 - Trained in CE 3,454 Training Hours in CE Analysis: 8% decrease CE Trained over the previous year of 3,639 13% decrease in CE Training Hours over previous year of 3,985	Additional marketing and new courses for next year are the main strategies to increase participation in continuing education programs. Goal not met due to COVID-19 facility and classroom limits and restrictions.